Teachers' Corner

Using Co-Teaching to Give Every Student a Voice

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One of the challenges that has always faced teachers of students with extensive support needs (e.g., moderate to severe intellectual disability, autism, multiple disabilities) is providing students with a way to "show what they know" (Brown, McDonnell, & Snell, 2016). Many students receive services from a speech-language pathologist to support these communication goals. However, speech-language pathologists generally only provide direct services to students with extensive support needs for up to a few hours each week. The professionals who interact with students throughout their school day, special education teachers and paraprofessionals, often lack training and expertise in supporting functional communication.

As a speech-language pathologist and special education teacher, we recognized that in order to reach our common goal of increasing the functional communication of our students, regardless of where they were or who was working with them, we needed to implement a systematic and sustainable model for addressing student's communication needs throughout the school day. Teaching functional communication within everyday routines and contexts helps ensure their environments promote interaction and communication, and that their emerging skills generalize across contexts, communicative partners, and tasks. We now co-plan and co-teach English Language Arts lessons for our fifth-grade students with extensive support needs in order to provide specially designed instruction on their IEP goals, provide access to the general curriculum, and most importantly, provide every student a voice to use throughout the school day. Here we will describe four practices that SLPs and special education teachers can adopt (as we have) to implement a co-teaching model and give every student in their classroom a voice.

Consistent Instructional Routines

One proactive strategy that can facilitate the co-teaching process is adopting a consistent classroom routine. Classroom routines positively affect students' academic performance and behavior (Vallecorsa, deBettencourt, & Zigmond, 2000), provide increased opportunities to learn, and improve engagement (Archer & Hughes, 2010). Instructional routines also make instructional planning more efficient. Using a routine makes planning easier between multiple professionals as each person is able to make a consistent contribution and ensure their expertise is valued and represented (Friend & Cook, 2013). To develop an instructional routine, professionals can use a backward design process to focus on the "big ideas" or ultimate goals they want students to achieve and then consider what resources and activities students will need to engage with and complete in order to achieve that goal or develop those skills (Graff, 2011; Wiggins & McTighe, 2005). Students with extensive support needs will benefit from instructional routines that both (a) systematically build knowledge and skills and (b) embed multiple opportunities for functional communication. Professionals should co-plan lessons to ensure that all instructional goals are met in a process that is deliberate, structured, and ongoing (Friend & Cook, 2013). Table 1 provides an example of a weekly instructional planning routine for English Language Arts lessons that that can be used across chapters of adapted novels throughout the school year to (a) build vocabulary, (b) provide access to and engagement with text, and (c) promote comprehension.

Cross-Training

A benefit of providing related services such as speech language therapy within the context of natural classroom routines is that all professionals who are involved with students, including therapists, teachers, and paraeducators, are able to observe instruction and collaborate. By observing each other's roles and providing feedback, personnel resources are maximized, ultimately benefitting student learning. For example, the speech-language pathologist can demonstrate how to use various communication strategies or devices with students and providing coaching and feedback to paraeducators and the special education teacher. Relatedly, the special education teacher and paraprofessionals can rotate responsibilities, ensuring everyone feels comfortable collecting data, providing instruction, and managing student behavior. This prevents disruptions when there are absences and allows for functional communication goals to be worked out throughout the school day, not just during the time the speech language pathologist is directly working with students.

President's Message

Jordan Shurr

This fall I'll be starting a new job, at a different school, in another country. I'll be teaching courses I've never taught, working with new colleagues, and trying to find and conquer yet another copy machine. Together with my family, I'll be navigating an unfamiliar immigration system and a new school structure, and re-learning which sports teams are the best. For those of us working in schools—the season of fall and the concept of change are synonymous. Many of us will be starting school soon—be it teaching, learning, or hopefully, both. Some of us will be starting new jobs—maybe a first, or one in a line of many. Some will be changing life phases—retiring, moving, graduating or some other big feat. Whether intentional or not, many of us will be trying new things, building new habits, or exercising leadership in a new way to create change.

Naturally, change is also a part of our organization. Leaders change, and activities and momentum shifts from year to year, but the division remains committed to the work of advocating on behalf of our students, families, and the field of educating, supporting, and empowering those with autism, intellectual disability, and other developmental disabilities.

I'd like to take this opportunity to highlight a few of the recent changes in DADD, as well as the ongoing efforts toward our mission as an organization:

- **Board elections** – New board members = new energy and ideas. We rely on your vote to build a strong and representative board each year.

- **Mini conference** – This past July at our mid-year board meeting, we held a free mini-conference for area educators in the Dallas, Texas metro area. The session was a success in maximizing our time together as a board. promoting the division, and providing a valuable service to professionals in the field.
- **Bylaws** – The board is continuing work on updating and improving our bylaws for clarity and efficiency.
- **Finances** – We continue to critically examine our expenses and revenue streams in light of potential future challenges and new opportunities to strengthen the division.
- **Conference** – We continue to improve the logistics related to our division conference. This year we added an electronic proposal system which has significantly increased the ease of proposal submission and review.
- **Communications** – You may have noticed our new and improved email system and communications. We look forward to increasing information dissemination and member engagement.
- **Subdivisions** – New and re-energized state subdivisions pop up each year. Recently, we welcomed the reactivation of the North Carolina subdivision.
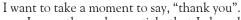
For my term as president, this is my three quarter mark. I continue to be honored for the opportunity to serve such a dedicated board and membership, and am grateful for the changes thus far and for those to come. I look forward to working with you this fall. ∎

Jordan Shurr
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Executive Director's Corner

Teresa Taber-Doughty

I want to take a moment to say, "thank you".

I recently read an article that I shared with my faculty titled: *Those Indispensable Colleagues* (3/20/2018 in Faculty Focus by Maryellen Weimer). It reminded me of why I love my education colleagues and those with whom I serve on the DADD board. I feel very blessed to work with individuals who are committed to the work in education and DADD, and who are smart, humorous, generous with their time, unafraid to disagree, and are unselfish in sharing their ideas. I only hope that I am able to give to them what they provide for me.

When work days are challenging and I am momentarily feeling overwhelmed by the number of fires I continually must put out, it is my colleagues on whom I depend to remind me of why I love my work. They are my rock and inspiration and offer me a listening ear, genuine feedback, alternative ideas, and laughter. As a team, we are able to do the good work about which we are passionate!

We are very fortunate to have wonderful members of DADD who go out each day and work on behalf of individuals who experience autism, intellectual, and developmental disabilities. Whether parents, advocates, teachers, or higher education personnel, I consider each of you my colleagues as you share your talents to offer acceptance, education, support, and resources to the individuals we serve. Remember that "village"? That is all of us working together collectively and getting the job done. Thank you!

Over the years, I have trained countless professionals to be new and advanced special education teachers or university personnel. With every class session, field-based observation, and research study, you've demonstrated your curiosity, intellect, and enthusiasm for what you are learning and applying. I never tire of those observations and each time I see them in action, I am committed even more to preparing outstanding special education professionals! I love to see your excitement. Thank you!

Evidence-based Practices for Individuals with Autism, Intellectual Disability, and Related Disabilities

Mand Training Using the iPad® as a Speech-Generating Device

Allison Karnes

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One of the primary identifying characteristics of Autism Spectrum Disorder (ASD) is impairment in social communication skills (Wong et al., 2015). Alzrayer, Banda, and Koul (2014) reported that more than 50% of learners with ASD do not acquire communication skills necessary to meet their needs. These learners may be candidates for augmentative and alternative communication systems (AAC) such as speech-generating devices (SGD). The development of tablet-based technology (i.e., the iPad®) and text-to-talk applications (i.e., Proloquo2Go™) provides individuals with more accessible and affordable SGD options (Alzrayer et al., 2014). Such devices have been shown to be an effective SGD option when paired with mand training (Alzrayer et al., 2014).

What is Mand Training?

Skinner (1957) described the mand as verbal behavior in which a speaker requests something of a listener and gains access to the requested item, activity, attention, information, etc. In this discussion, the speaker refers to the person making the request regardless of the topography of the behavior, and the listener refers to the person who mediates the request. Because manding is the only verbal operant that directly benefits the speaker, mand training is an important component to language intervention programs. The basic mand can be as simple as pointing to an object or a one-word request for an item; it can be as complex as asking questions to gain information from others. Often when a child gains the ability to mand, other language emerges and problem behaviors decrease (Alzrayer et al., 2014; Miklos & DiPuglia, 2010).

During mand training, the teacher creates contingencies in order to evoke a mand from the learner. Each contingency includes the learner's motivation, the presence of a listener (i.e., the teacher), the behavior (e.g., the request), and the consequence (the learner receives the requested item or activity; Skinner, 1957). If the learner did not receive the reinforcing item, the behavior would not be considered a mand. Table 1 includes a detailed guide for implementing mand training using the iPad® and Proloquo2Go® as an SGD.

What Evidence Supports Mand Training with the iPad as a Speech-Generating Device

In a review of the ASD literature, Wong et al. (2015) and the National Autism Center (NAC, 2015) classified mand training as an established practice for use with individuals with ASD. In a review of the SGD literature, Alzrayer et al. (2014) found multiple studies that showed tablet-based technology effective at improving and establishing manding in participants with ASD and other developmental disabilities.

Considerations When Implementing Mand Training with the iPad®

It is important to determine if the learner is an appropriate candidate for using the iPad® as a SGD; consulting with a speech language pathologist may help. Additionally, it is important to determine the learner's existing mand repertoire. Using curriculum assessment guides (e.g., VB-MAPP or ABLLS-R) can assist the teacher in determining the learner's skill set. Keep in mind that a learner may have more skills than can be assessed if lacking a communication modality. An additional consideration for applications such as Proloquo2Go™ includes selecting the appropriate field size depending upon the learner's ability to visually discriminate between stimuli. Generally, one would begin with a field of one large picture that covers the screen, adding additional stimuli as appropriate.

When using the iPad®, the teacher must select an appropriate prompt level required for the learner to make requests successfully. Prompting hierarchies include most-to-least and least-to-most in reference to the level of support required for the learner to complete the request. In order for a learner to gain independence, the teacher will work to fade the prompt level to being less intrusive. For example, some learners require a full physical prompt to assist in selecting the appropriate picture-symbol, while others require a gestural prompt to the correct picture-symbol to complete the request. Time delay prompts

Table 1: Steps and Precautions for Mand Training with the iPad® and Proloquo2Go®

Steps for Intervention	Precautions
Step 1: Conduct a preference assessment to determine highly preferred items and activities.	Be sure the items in the preference assessment are preferred items and that the learner's motivation for the item has not been satiated. Motivation must be present for mand training to be successful.
Step 2: Add picture-symbols of the learner's preferred items and activities to the device.	If using picture icons make sure the picture clearly represents the item. If using photos of an item, make sure no extraneous information is in the picture.
Step 3: Contrive motivation. Have three to four of the learner's most preferred items present, within sight but out of reach. The item for which the learner reaches, is the item for which motivation is likely present.	It may be necessary to manipulate (play with) the item in order to contrive motivation or to move them into various positions in front of the learner. If the learner does not reach for the items, it is possible these are not valuable to the learner at this time. Go back to Step 1.
Step 4: Present the iPad®. Once the learner reaches for an item, present the iPad® within six inches of the learner. Display the picture of the item in the selected field size on the screen. Provide the learner with time to respond (i.e., determined time delay). If the learner does not respond when the iPad® is presented, move to Step 5. If the learner selects an item on the iPad®, move to Step 6.	Learner may engage in problem behaviors after he/she reaches for the item and does not receive it. If this occurs and no behavior plan is in place, treat the problem behavior as a non-response, and move to Step 5. * *The function of problem behaviors should be addressed within a functional behavior assessment.*
Step 5: Prompt. If the learner does not select an item on the iPad®, prompt the learner to select the appropriate picture-symbol for the selected item. Move to Step 7.	When learning new skills, use a most to least prompting hierarchy or errorless teaching.
Step 6: Correspondence Check. Present the item that corresponds to the picture-symbol selected on the device and another item to the learner (this can be done with one item in each hand if possible). If the learner reaches for the corresponding item, move to Step 7. If the learner reaches for the other item, move to Step 5.	Determining if the learner selected the picture-symbol that corresponds with the item for which he/she is motivated is important. Correspondence Checks allow the teacher to assess the learner's motivation after some time has lapsed throughout the trial.
Step 7: Provide Corresponding Item. Provide the child access to the selected item for 30 seconds.	Removing the item may evoke problem behavior from the learner.

have also been shown effective. These can be as short as 0–3 seconds, or extend beyond 10 seconds (Alzrayer et al., 2014).

Finally, problem behaviors can often function as a mand for a learner with speech or language delays. For example, a child's hitting may result in being given a toy from another child. Because the child hit someone and was given a toy, the hitting functioned as a mand. Teaching the child to request the toy could decrease the child's hitting and increase his/her appropriate manding. Mand training is an excellent strategy to teach replacement behaviors to learners who engage in problem behaviors (NAC, 2015).

Conclusion

Mand training is an important intervention to incorporate into language-intervention programs. Mand training, and using the iPad® as a SGD, are effective in improving language and reducing problem behaviors in learners with ASD (Alzrayer et al., 2014; NAC, 2015).

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Students' Corner

Individual Self-Care Plan (ISCP)

Autumn Eyre
University of Washington

As someone who just spent four weeks writing 92 pages during my exams, I will admit that I was not engaging in self-care, and the result was a weight gain of seven pounds, missing family celebrations, and getting sick. While excited about passing my exams, I am not happy that my clothes are too tight and my cough persists. Despite awareness that self-care is important, how then do I stop working to put on my running shoes or close my laptop to get the recommended eight hours of sleep? Maybe it is time to write an Individual Self-Care Plan (ISCP) for myself. Here are just a few suggested categories of self-care with a handful of practical tips.

Physical Health

While often the focus, physical health is critical as we know that that stress negatively affects a person's cardiovascular and immune systems, as well as memory and problem-solving ability (Medina, 2014). Human beings need sleep, proper nutrition, and exercise for brains to function with high performance (Medina, 2014). Prioritize taking care of your body and choose an activity that is also enjoyable, such as dance classes or intramural sports which even afford social opportunities (Bamonti et al., 2014).

Social Skills

Maintaining relationships outside of your work setting is an essential part of engaging in self-care. Charnsangavej (2017) suggests that connecting with family and friends can include looking at pictures or calling them on the phone. When engaging with friends, family members, and colleagues, select conversation topics carefully. Rather than using the same old lines about how busy you are with finals, grading, etc., the Academic Mental Health Collective (AMHC; 2016) suggests choosing to discuss topics that are fun. They explain that focusing on work narratives with colleagues only counts as more time working, but in contrast, inserting fun topics into conversations can serve as reminders for each other to go out and do those fun things. Even if you have to Google *fun things* before stepping into the education department at your university, arm yourself with some random non-work small talk to clear your head.

Mental Wellbeing

A growing body of research suggests that self-care includes mental health whether individuals choose practicing mindfulness, engaging in yoga, attending counseling, or connecting with faith-based communities (AMHC, 2016). Scott (2016) suggests starting by merely putting aside 15 minutes a day to focus on things for which one can be thankful. Jennings (2015) provides tips for mindfulness practices specifically designed for teachers, describing mindfulness as a three-pronged process including (a) forming intention, (b) being aware, and (c) adjusting your thinking and attitude. What makes mindfulness unique is how it empowers individuals to realize that they can change themselves, even when they cannot change things around themselves.

Show Me the Data

As a former special education teacher, any plan would not be complete without data collection. Remember to set small goals that are measurable to ensure that you are taking care of yourself—your whole self. There are several applications to help with measuring goals if you search your application store under *goal tracking.* AMHC (2016) recommends journaling to capture anecdotal records of self-care, while also reflecting on positive occurrences in life.

Just the Beginning

While only shedding light on a small selection of possible self-care techniques, hopefully, the information in this article will spark conversations about the need for more research and practical solutions to ensure student wellbeing. Bamonti et al. (2014) call for universities to proactively encourage and teach self-care practices to students—not just theory and skills. In the meantime, rather than work ourselves to the bone, let us encourage each other to be more social, healthy, and mindful.

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DADD Award Nominations

The following awards are given each year through a nomination process by members and friends of DADD. We encourage anyone to nominate someone whom they believe should be recognized for their work, service, research, and/or leadership in the field of developmental disabilities and autism spectrum disorder. Nominations are submitted to the Awards Chair and then voted on by the voting members of the DADD Awards Committee.

Awards will be presented at the DADD Annual Conference, January 16–18, 2019 in Maui, HI. The deadline for consideration of awards being given at the 2019 DADD Conference is October 1, 2018. Nominees who are selected will be informed by November 1, 2018.

To submit a nomination, please complete the Google Form (either through the link provided or by requesting a form) and submit any additional materials to: Meaghan McCollow, Awards Chair (**meaghan.mccollow@csueastbay.edu**). Please use the following Google Form link to nominate an individual for a DADD Award: **https://goo.gl/forms/45ekCt3XMb2BEAWH2**

All individuals wishing to nominate someone for an award are asked to complete the form.

Descriptions of the awards:

Teacher of the Year: Teachers may be nominated for this award by their peers, administrators, parents, or other professionals. A letter of nomination should be sent to the Awards Chair. Selection criteria include: (a) Currently teaching full or part-time, (b) Serving students with intellectual disability and/or autism, and (c) Exhibiting exemplary personal and professional skills. The teacher does not have to be a member of DADD, but preference will be given to those nominees who are members.

Para-Educator of the Year: Para-educators may be nominated for this award by their peers, teachers, administrators, parents, or other professionals. A letter of nomination should be sent to the Awards Chair. Selection criteria include: (a) Currently working in an educational setting full or part-time, (b) Serving students with intellectual disability and/or autism, and (c) Exemplifying the best in supporting the education of students with autism and/or intellectual or developmental disabilities. Nominees do NOT have to be a member of DADD or CEC.

Shriver–Kennedy Student Achievement Award: Presented to a young person up to age 25 who excels in one of the following areas: academics, arts, athletics, community service, employment, extracurricular activities, independent activities, technology, and self-advocacy. Students with an intellectual disability, autism spectrum disorder, or other developmental disability are eligible for this award.

John W. Kidd Subdivision Award: Given for exceptional performance during the past year. Criteria include: (a) Maintaining membership integrity during the previous fiscal year, (b) Engaging in innovative programming, evidenced by plans and performance presented at time of application for award, and (c) Having active participation by members in DADD activities beyond the subdivision level.

Burton Blatt Humanitarian Award: Presented to an individual who reflects the ideals of the Division and who has made significant contributions to the field of intellectual/developmental disabilities and/or autism. Criteria for selection include: (a) Exceptional effort and involvement in furthering the cause of persons with intellectual disability, developmental disabilities, and/or autism, and (b) DADD member.

Legislative Award: Given to an individual who has demonstrated leadership in the area of legislation. Individuals are eligible for nomination if they have been involved in the development and/or support and/or enactment of legislation designed to meet the needs of individuals with intellectual disability, developmental disabilities, and/or autism.

Research Award: Presented to an individual who reflects the ideals of the Division and who has made significant contributions to the field of developmental disabilities through research. Selection criteria include: (a) Exceptional effort and involvement in furthering the cause of persons with intellectual disabilities, developmental disabilities, and/or autism through research, and (b) DADD member.

Tom E. C. Smith Early Career Award: Given to someone who is beginning his/her career and showing promise as a teacher educator. Individuals who finished their doctoral work less than 5 years ago are eligible. These nominees must be contributing to teacher education in a significant way. ■

In 2008, I was fortunate to be elected to the DADD Board of Directors as the new Vice President. I completed my presidential cycle in 2012 and a year later, was appointed as the 4th Executive Director of the division. I cannot begin to tell you what a joy it has been to serve this division alongside some really wonderful professionals for a decade. For my many fellow board members over the years, I am humbled to be included in the same group as each of you. You have modeled for me a level of commitment and passion for our field that has inspired me to grow as a person. And without a doubt, I know that I am a much better professional today because of each of you. Thank you!

Best wishes for a wonderful start to the next academic year. And thank you for ongoing dedication to DADD and the work we do. ■

Table 1. Example Weekly Routine for English Language Arts for Chapter 1 of "How to Eat Fried Worms" by Thomas Rockwell

Day	Build Vocabulary	Access the Text	Promote Comprehension
Monday	Introduce new vocabulary *Worm, Joe, Billy, Alan, Tom, minibike, bet, poison*	Preview chapter, make predictions, listen to chapter read aloud	Review predictions and determine if they are accurate based on the text
Tuesday	Identify/label target vocabulary and categorize vocabulary *Characters: Joe, Billy, Alan, Tom* *Things: worm, minibike, poison* *Action: bet*	Listen to the chapter, focusing on the problem/solution, identify and read the repeated story line, ask for page to be turned	Thumbs up or use assistive technology to indicate when they hear a target vocabulary word in the text. Review what problem/solution occurred in the chapter.
Wednesday	Identify/label and categorize target vocabulary with fewer prompts,	Preview chapter comprehension questions to prepare for the 'quiz'. Listen to the chapter being read aloud, identify and read repeated story line, ask for page to be turned	Using a total communication approach, each student will take the chapter 'quiz', answers are reviewed in a group setting by referencing the text to ensure understanding when answers are correct or incorrect. *1. Who made the bet?* *2. What would Billy eat?* *3. What will Billy buy with the money?*
Thursday	Identify/label and categorize target vocabulary with fewer prompts,	Each student is given a target vocabulary word to listen for as the chapter is read aloud. Students identify vocabulary words as they appear by standing up, raising their hand or using assistive technology with assistance as needed.	Review the chapter quiz as a group. Discuss book report questions to answer for the next day. *Who are the characters?* *What is the setting?* *What is the main idea?* *What is your favorite part?*
Friday	Identify/label and categorize target vocabulary independently	Use the text to answer comprehension questions related to the book report while in whole group	Complete weekly book report in small groups using a total communication approach, in collaboration with the Occupational Therapists.

Data-driven Instruction

Even with a co-teaching model, speech-language pathologists or other therapists will only be in classrooms for a portion of a student's day. The use of data-driven instruction is both a recommended practice for students with extensive support needs (Brown et al., 2016) and enhances the co-teaching process. During the collaborative planning process, both professionals should agree on the target behaviors to measure for each student, the method and schedule for data collection, and a regular schedule for reviewing data. When reviewing data and making data-based decisions, each professional has a clearer picture of student progress because they were able to observe student learning and behavior, are more aware of the environmental factors, and have a shared understanding of the collection procedures. Involving paraeducators in data-driven instruction following cross-training further maximizes personnel resources.

Assistive Technology

A variety of assistive technology (AT) and augmentative and alternative communication (AAC) devices, ranging from low to
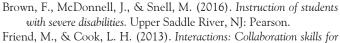
high tech, can be used to promote functional communication. Co-teaching facilitates a fluid informal assessment process to introduce new AT and AAC methods and devices in order to consistently raise expectations (and corresponding support) for each student's communication. The speech-language pathologist can show the special education teacher and paraprofessionals the best strategies to utilize these devices for both the co-taught lessons (i.e., English Language Arts) and for use in other times throughout the day (e.g., social time with peer buddies, field trips, science in the general education classroom).

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Editor's Note

Chris Denning

Please take a moment to read the thoughtful pieces in this edition by DADD members and the Board. I was especially struck by Autumn Eyre's article on self-care for ourselves. Wise words, and so important to consider for graduate students, teachers, and family members. In order to be effective, we all need to pay attention to our own health and well-being.

Interested in writing for DADD *Express*? We are soliciting articles for: Teachers' Corner, and our EBP and Legal Briefs sections. If you would like to contribute, please contact me with ideas or questions (**christopher.denning@umb.edu**)

I hope the new school year starts out smoothly for everyone! ■

2018 DADD Board of Directors